

Mingo County Curriculum**Language Arts/Writing**

RLA.3.2.1 demonstrate proper manuscript and full transition to cursive writing techniques

RLA.3.2.2 identify and produce a grammatically correct sentence

RLA.3.2.3 compose a written composition using the five step writing process.

RLA.3.2.4 develop proper paragraph

RLA.3.2.5 identify and apply conventions of spelling

RLA.3.2.6 identify and apply conventions of capitalization

RLA.3.2.7 identify and apply conventions of punctuation

RLA.3.2.8 produce appropriate grammar in composition

RLA.3.2.9 compose in a variety of forms and genres for different audiences.

RLA.3.2.10 alphabetize to the third letter and use simple dictionary skills

RLA.3.2.11 select a variety of sources to gather information

RLA.3.2.12 use a variety of strategies to plan simple research

Reading

RLA.3.1.1 identify and practice appropriate sight words and content vocabulary.

RLA.3.1.2 Identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multi-meaning words).

RLA.3.1.3 apply tiered levels of vocabulary in speaking and reading experiences.

RLA.3.1.4 describe a purpose for reading

RLA.3.1.5 read familiar stories, poems, and passages with fluency.

RLA.3.1.6 use meaning clues to aid comprehension of content across the curriculum

RLA.3.1.7 read third grade instructional level texts and use self-correction strategies

RLA.3.1.8 use literary and informational texts to determine story elements, cause and effect, describe characters, sequence; expository works; drawing conclusions; compare/contrast; predict; summarize; infer;

Lesson Plan

Monday, March 24, 2014

WESTEST WRITING ASSESSMENT PREPARATION:

Combine group 1 (on-level) with 15 students from group 3 (above-level); pair each on-level student with an above-level student.

Discuss the meaning of “onomatopoeia”; ask students to explain what they know about it thus far and provide examples.

Use online lesson to aid visual learners in understanding “Onomatopoeia”: (5:01)

<http://www.youtube.com/watch?v=7O6-VI-XTQk>

Watch “Onomatopoeia” video in which examples of onomatopoeia are presented in a song/video to enhance students’ understanding: (1:26)

<http://www.youtube.com/watch?v=f1b5kCvVB0>

Share “Onomatopoeia Poem” on the IntelliBoard from p. 28 of *Razzle Dazzle Writing*. Discuss; ask students to provide their own examples of onomatopoeia.

Read “Roller Coaster” from p. 29 of *Razzle Dazzle Writing*, calling attention to the use of onomatopoeia.

Display the paragraph from the bottom of the page on the IntelliBoard; ask students to point out the words that represent onomatopoeia.

With a partner, students will complete the short activity “Creating Onomatopoeia.” When finished, discuss the various answers students selected for each sound aloud. Call attention to the fact that many different words can be used for the same sound effects.

Discuss “Narrative Grabbers” from p. 64 of *Razzle Dazzle Writing*. Allow students to provide examples of strong and weak attention-grabbers one might use to begin a story.

Watch “How to Write a Hook” (8:58):

<http://www.youtube.com/watch?v=Rnq17dyxyu>

Allow students to complete “Choosing the Grabber” in which they, along with their partner, decide whether each opening sentence provided is boring or rouses one’s attention. Discuss answers aloud, provide feedback.

Provide examples of sentences on the board in which quotations are absent, but needed. Explain the correct use of quotations and list the rules to follow when using

Breakfast, Bellringer, Pledge, Let’s Move, Library, AR tests 8:15-8:45
Related Arts-PE

11:30-12:15

Lunch 12:15-12:45

Recess 2:15-2:30

Dismissal

Pick-ups - 3:30-3:35

Buses -Will be announced

Essential Question

- **Monday**
 - How is a well-developed composition written?

I can

- **Monday**
 - Using the five step writing process, I can compose a well-written composition by prewriting, drafting, revising, editing, and publishing.

Materials**Monday**

Writing Notebooks

Writing Drafts

Computer

IntelliBoard

Razzle Dazzle Writing

Onomatopoeia Activity

WV Writes

Grammar & Writing Book

Tuesday

Writing Notebooks

Writing Drafts

Computer

WV Writes

Grammar & Writing Book

Wednesday

Writing Notebooks

Writing Drafts

Computer

WV Writes

Grammar & Writing Book

Thursday

Writing Notebooks

paraphrase; main idea; story topic).
RLA.3.1.9 infer the author's purpose
RLA.3.1.10 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.
RLA.3.1.11 identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).
RLA.3.1.12 recognize and explain the defining characteristics of genre in literary and texts
RLA.3.1.13 use graphic organizers and visualization techniques to interpret information
RLA.3.1.14 use reading skills and strategies to understand a variety of information resources to support literacy learning
RLA.3.1.15 increase the amount of independent reading to build background knowledge, expand vocabulary, and comprehend literary and informational text.

them. Allow students to come to the board and insert quotations to check for understanding.

Watch "The Rules of Speech Marks:" which will explain the use of quotations in writing. (3:07)

<http://www.youtube.com/watch?v=Pjw5kJwB4MQ&safe=active>

Complete pp. 117-120 in *Grammar and Writing Practice Workbook*, over "Quotations." Go over aloud and grade.

Allow students who are finished early to complete "Fun Fair," WV Writes assignment; publish online when finished.

Tuesday, March 25, 2014

WV Writes

WESTEST WRITING ASSESSMENT PREPARATION:
Group 2 (intermediate level students).

Review the components of a sentence. Ask students to orally provide a complete sentence. List the rules to follow when writing a complete sentence. Complete p. 122 in *Grammar & Writing Practice Workbook*. Grade aloud.

Review the difference between a statement and a question. Provide examples on the board. Have students to complete p. 124 in *Grammar & Writing Practice Workbook*. Grade aloud.

Review the difference between a command and exclamation. Provide examples on the board. Have students to complete p. 125 in *Grammar & Writing Practice Workbook*. Grade aloud.

Review compound sentences. Provide examples on the board. Have students to complete p. 126 in *Grammar & Writing Practice Workbook*. Grade aloud.

Discuss the importance of using sentence variety in writing!

Review common and proper nouns. Complete extra practice on p. 127 in *Grammar & Writing Practice Workbook*.

Have students to apply the knowledge learned in review to the WV Writes prompt in which they are currently writing. Complete and score. Then, go back and edit/make changes to published drafts in order to improve scores.

Writing Drafts

Computer
WV Writes

Friday
Spelling Test Form
Writing Notebooks
Writing Drafts
Computer
WV Writes

Technology

21C.S.3-4.1 Students will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.O.3-4.1.LS1 Students will identify information needed to solve a problem or complete an assignment, conduct a search, and prioritize various sources based on credibility and relevance, retrieve relevant information from a variety of media sources, and use this information to create an effective presentation.

21C.O.3-4.1.TT1 Students use keyboard, mouse, and other common input and output devices efficiently and effectively; students handle diskettes, CD/DVDs/USB drives, microphones, and headphones with care; students open files independently, saves documents, and send documents to the printer.

Wednesday, March 26, 2014

No Worksheet Wednesday:

WV Writes

WESTEST WRITING ASSESSMENT PREPARATION:

Group 3 (intensive/above-level)

Intensive

Come to the carpet as teacher models the correct way to complete a WV Writes assignment, given the following prompt: *Imagine that you are going to the park with some friends. What will you do there? Who will you meet? Write a story about your day in the park.*

Allow students to provide ideas and make corrections as the teacher models.

Above Level

Work independently at their seats on “Park Visit” prompt.

Once teacher has finished modeling and scored the WV Writes example, pair each intensive student with an above-level student to complete the following activities.

- Review the components of a sentence. Ask students to orally provide a complete sentence. List the rules to follow when writing a complete sentence. Complete p. 122 in *Grammar & Writing Practice Workbook*. Grade aloud.
- Review the difference between a statement and a question. Provide examples on the board. Have students to complete p. 124 in *Grammar & Writing Practice Workbook*. Grade aloud.
- Review the difference between a command and exclamation. Provide examples on the board. Have students to complete p. 125 in *Grammar & Writing Practice Workbook*. Grade aloud.
- Review compound sentences. Provide examples on the board. Have students to complete p. 126 in *Grammar & Writing Practice Workbook*. Grade aloud.
- Allow above-level students who do not have a partner to continue working on WV Writes prompt “Fun Fair.” Publish and receive score.

Once the students who have partners have completed the sentence variety activities, continue peer conferencing on WV Writes. Allow students who are behind to work on completing the assigned prompts thus far.

Thursday, March 27, 2014

WV Writes

WESTEST WRITING ASSESSMENT PREPARATION:

Group 2 (Intermediate)

Allow students who have not completed previously assigned WV Writes prompts to finish. Allow peer conferencing and teacher conferencing.

Assign new WV Writes prompts to those who are finished: *Imagine that you are going to the park with some friends. What will you do there? Who will you meet? Write a story about your day in the park.*

Friday, March 28, 2014

Spelling:

Administer spelling test by pronouncing the word and using it correctly in a sentence.

Spelling Words: thought, fought, bought, caught, taught, walk, cough, talk, daughter, ought, sought, brought, trough, chalk, stalk , *sidewalk, distraught, afterthought, overwrought, and beanstalk*

WV Writes

Narrative Writing (Continued)

- **Prompt:**
Imagine that you are going to the park with some friends. What will you do there? Who will you meet? Write a story about your day in the park.
- **Assignment**
Students will complete the WV Writes prompt, publish, and score.

Remind Students to use sentence variety:

- o Declarative
- o Interrogative
- o Imperative
- o Exclamatory